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ABSTRACT

This curriculum guide is one of nine such guides developed for an Alberta high school business education program. Its content covers the main subject area or strand of marketing. Subject to the constraints outlined in the guide, the modules are to be formatted into three- or four-credit courses within each strand. Introductory materials include a business education program philosophy, a list of learning principles applied to business education, a list of program objectives, a schematic overview of a business education high school program, course sequences, guidelines for structuring business education courses, and a business education matrix. These materials specifically for marketing 20-30 follow: an introduction, objectives, and a flowchart of modules. These components are provided for each of the eight modules: purpose and a chart that correlates topics with learning tasks and teaching notes. Module topics are the world of marketing, advertising and sales promotion, distribution of goods and services, marketing research, pricing and financial activities, selling, display, and purchasing and controlling merchandise. The guide also contains guidelines for student evaluation, lists of basic and recommended learning resources, and a correlation of course content with learning resources. (YLB)

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BUSINESS EDUCATION CURRICULUM GUIDE

MARKETING 20-30

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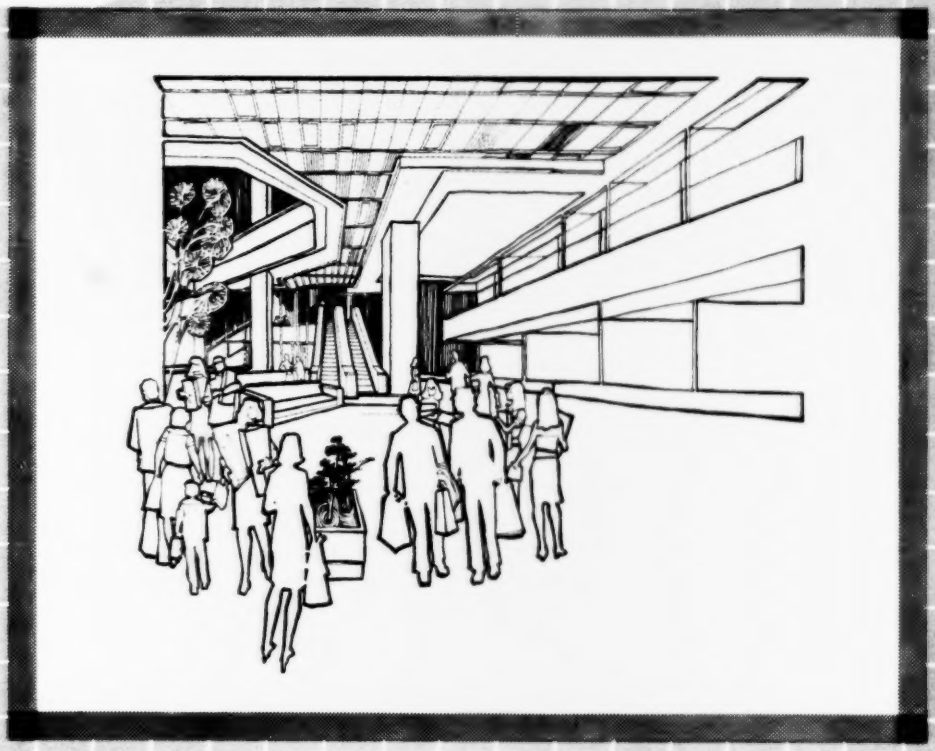

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MARKETING 20-30
CURRICULUM GUIDE

1985

NOTICE TO TEACHERS

This Curriculum Guide is subject to review and revision, in keeping with any revision to the Business Education curricula which may occur as a result of the Secondary Education Policy Statement, June 12, 1985.

Alberta
EDUCATION

ACKNOWLEDGEMENTS

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NOTE: This publication is a service document. The advice and direction offered is not prescriptive except where it duplicates or paraphrases the content of the Program of Studies. In these instances, the content is in the same distinctive manner as is this notice so that the reader may readily identify all prescriptive statements or segments of the document.

Mandatory implementation of the program is September, 1985.

ALBERTA EDUCATION PUBLICATIONS

The following service publications and prescriptive documents are available from Alberta Education to administrators and business education teachers.

From Curriculum Branch, Program Development Division

1. Program of Studies
2. Junior-Senior High School Handbook
3. Accounting 10-20-30 Curriculum Guide
4. Basic Business 20-30 Curriculum Guide
5. Computer Processing 10-20-30 Curriculum Guide
6. Law 20-30 Curriculum Guide
7. Marketing 20-30 Curriculum Guide
8. Office Procedures 20-30 Curriculum Guide
9. Shorthand 20-30 Curriculum Guide
10. Typewriting 10-20-30 Curriculum Guide
11. Optional (Business Education 10-20-30) Curriculum Guide
    - 11.1 Record Keeping 10
    - 11.2 Business Calculation 20
    - 11.3 Business Communication 20
    - 11.4 Dicta Typing 20
    - 11.5 Word Processing 30
12. Junior High School Typewriting Curriculum Guide, 1973
13. Accounting 10-20-30 Curriculum Implementation Manual for Teachers (published December, 1985)
14. Basic Business 20-30 Curriculum Implementation Manual for Teachers (published December, 1985)
15. Computer Processing 10-20-30 Curriculum Implementation Manual for Teachers (published December, 1985)
16. Law 20-30 Curriculum Implementation Manual for Teachers (published December, 1985)
17. Marketing 20-30 Curriculum Implementation Manual for Teachers (published December, 1985)
18. Office Procedures 20-30 Curriculum Implementation Manual for Teachers (published December, 1985)
19. Shorthand 20-30 Curriculum Implementation Manual for Teachers (published December, 1985)
20. Typewriting 10-20-30 Curriculum Implementation Manual for Teachers (published June, 1986)

From School Book Branch

1. School Book Branch Catalogue

For further information, contact Curriculum Branch (Program Development Division) or Edmonton or Calgary Regional Offices (Program Delivery Division).

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PROGRAM PHILOSOPHY

Business Education is an interdisciplinary study of the principles, procedures and technologies within the business environment and thus plays a significant role in meeting the Goals of Schooling and Goals of Education in Alberta Schools. Within this program a student has the opportunity to learn more about the role of a future participant within a productive society and to build a framework for a successful career. The knowledge, skills, attitudes and habits expected in business assist students, upon completion of high school, to respond to the opportunities and expectations of the world of work.

The development of the individual's potential in the areas of psychomotor, affective and cognitive domains is central to learning and instruction. Individuals discover themselves and realize their potential by interacting with ideas, technology and people. The world of business is an appropriate focus for this interaction.

Presented from the dual viewpoint of the individual as a consumer within the marketplace and a participant within the production cycle, the content within the Business Education Program provides for development of:

1. Skills and knowledge all citizens need to successfully participate in the business world,

2. Skills for immediate job entry, and

3. Skills and knowledge supportive of a business-related post-secondary program.

The continuum of experiences within the business education program starts with exploratory activities in junior high school and expands in scope and depth at the high school level. The program can meet the three general objectives while providing viable alternatives and challenge for students of all levels of ability and interests. The relevance of the program is further enhanced through the integration of technology and related practices throughout the program, helping prepare the student for the information age.

LEARNING PRINCIPLES

Business Education courses incorporate the following learning principles:

1. Student learning should move from the level of prior knowledge through the course objectives at a rate governed by the students' aptitude and attitude. Learning will be maximized in environments where student initiative is encouraged and the learning environment is non-threatening and considered relevant to the learner.

2. Since students learn in different ways, a variety of methodologies and presentations should be used to meet the various learning styles of the individual. Presenting content in a variety of contexts reinforces the students's ability to apply the concept in a variety of circumstances and in an appropriate manner.

3. Personal learning goals should reflect the broader objectives of the program. Establishing a learning environment wherein self-analysis and personal evaluation are promoted encourages confidence, decision making, self-motivation, and critical thinking skills.

4. Skills development is promoted through appropriately structured learning experiences which may or may not include necessary repetition and the application of tasks that are relevant to future experiences. Development of skills is only part of the learning process. Students must understand when and how to apply these skills.

5. Establishing opportunities for success and building on the positive influence of rewards develops self confidence and motivation.

PROGRAM OBJECTIVES

Senior High School

The business education curriculum provides education ABOUT business for ALL students in order that they become informed citizens, and education FOR business for SOME students in order that they become effective workers. More specifically, the purpose of the program is:

1. To provide a meaningful study of the business environment including the ideas, people, and technology of business.

2. To provide for the development and acquisition of business knowledge and skills which will be most useful and durable in a rapidly changing society.

3. To provide an opportunity for students to elect and pursue individual interests and specialization in the study of the business environment.

4. To develop acceptable communication and interpersonal skills.

5. To develop the thinking strategies and problem-solving abilities of students.

6. To provide an opportunity for students to relate and apply learnings in business education to other areas of study.

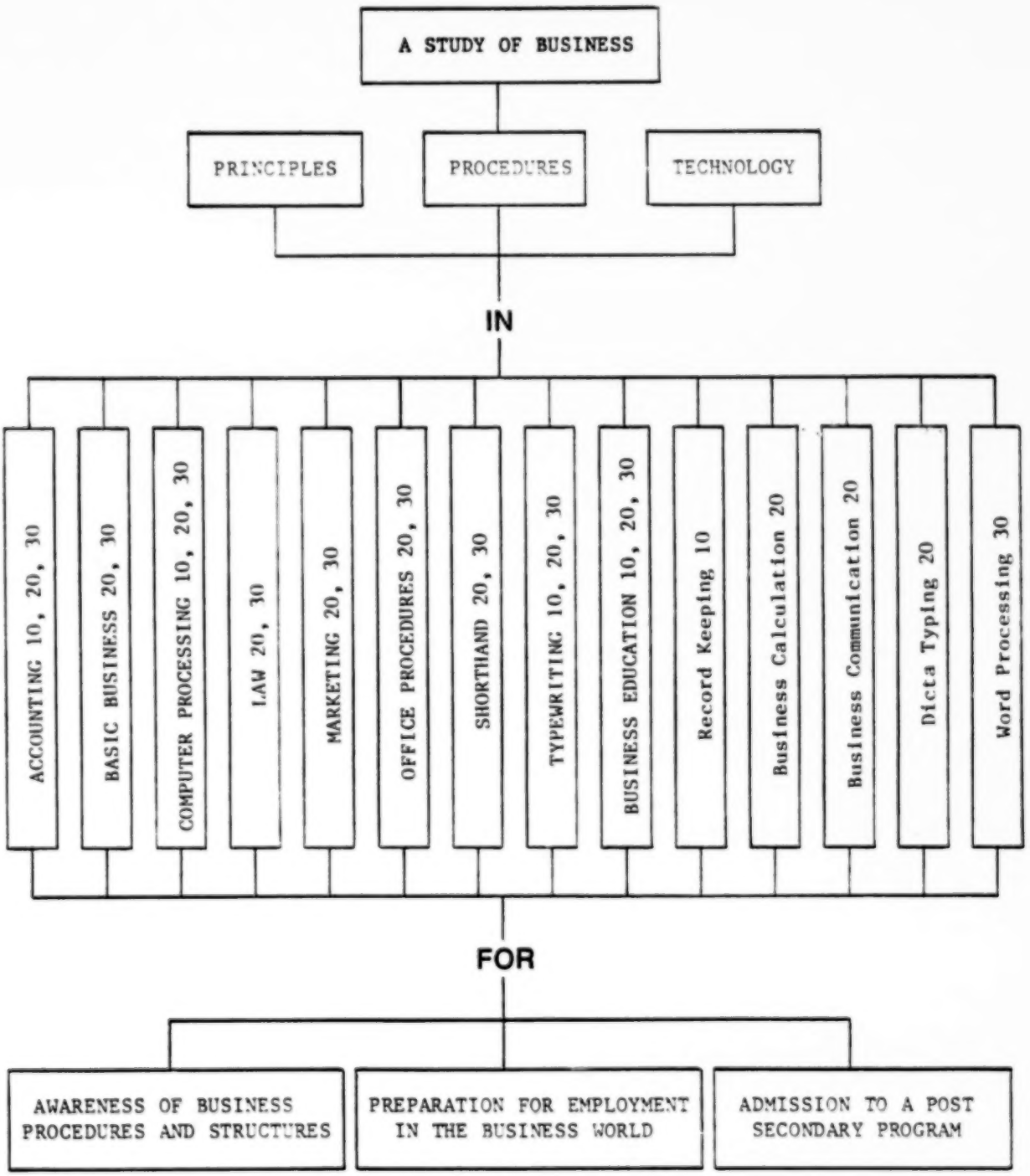
7. To expose students to the business environment for the purpose of acquiring information, gaining experience and testing ideas and hypotheses.

8. To provide for a general understanding of business and the development of skills for personal use.

9. To provide background skills and knowledge for specialization in business and/or admission to post-secondary programs.

10. To prepare for job entry upon completion of high school and for future advancement in business.

SCHEMATIC OVERVIEW OF PROGRAM



COURSE SEQUENCES

Courses listed on the same line and to the left indicate a prerequisite. The maximum credits available to a student for use on a high school diploma is shown in the left column. Whether the course may be offered for 3 and/or 5 credits is shown in brackets following the course name. Some courses have additional prerequisites. These are indicated with solid lines.[1]

Maximum Credits			
13	1501 Accounting 10 ..... (3)(5)	2501 Accounting 20 ..... (3)(5)	3500 Accounting 30 ..... (5)
15[3]	1527 Computer Processing 10 ..... (3)(5)	2527 Computer Processing 20[2] ..... (3)(5)	3527 Computer Processing 30 ..... (3)(5)
10		2541 Basic Business 20 ..... (3)(5)	3541 Basic Business 30 ..... (3)(5)
30	1542 Business Education 10 ..... (3)(5)(10)	2542 Business Education 20 ..... (3)(5)(10)	3542 Business Education 30 ..... (3)(5)(10)
3	1550 Record Keeping 10 ..... (3)		
3		2566 Dicta Typing 20 ..... (3)	
15	*1565 Typewriting 10 ..... (3)(5)	2565 Typewriting 20 ..... (3)(5)	3565 Typewriting 30 ..... (5)
3			3567 Word Processing 30 ..... (3)
10		2555 Shorthand 20 ..... (3)(5)	3555 Shorthand 30 ..... (3)(5)
10		2545 Office Procedures 20 ..... (3)(5)	3545 Office Procedures 30 ..... (3)(5)
3		2543 Business Communication 20 ..... (3)	
3		2544 Business Calculation 20 ..... (3)	
10		2430 Law 20 ..... (3)(5)	3430 Law 30 ..... (3)(5)
10		2540 Marketing 20 ..... (3)(5)	3540 Marketing 30 ..... (3)(5)

[1] Please refer to the BUSINESS EDUCATION MANUAL FOR ADMINISTRATORS, COUNSELLORS, AND TEACHERS for criteria for module selection.

* Typewriting 10 is required for Dicta Typing 20; Typewriting 20 is required for Word Processing 30, Shorthand 30, and Office Procedures 30.

[2] Computer Literacy 10 may be used as an alternate prerequisite to Computer Processing 20.

[3] A student can take Computer Literacy 10 or Computer Processing 10, followed by Computer Processing 20 and then Computer Processing 30. However, the maximum number of credits available to a student in Computer Literacy and Computer Processing is fifteen (15).

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GUIDELINES FOR STRUCTURING BUSINESS EDUCATION COURSES

GENERAL GUIDELINES

The structure of the business education program allows schools to design courses to meet the specific needs of the students in that school. The content has been organized into sequenced and unsequenced modules organized under the following eight main subject areas or strands.

1. Accounting 10, 20, and 30
2. Basic Business 20 and 30
3. Computer Processing 10, 20, and 30
4. Law 20 and 30
5. Marketing 20 and 30
6. Office Procedures 20 and 30
7. Typewriting 10, 20, and 30
8. Shorthand 20 and 30

Subject to the constraints outlined in the curriculum guides, modules are to be formatted into 3- or 5-credit courses within each strand. Schools or school jurisdictions should designate 3 modules for a 3-credit course and 5 modules for a 5-credit course. The optional strand modules may be used to enhance the subject area strands or, alternatively, combined to form 3-credit courses.

The program to be offered should be established through consultation of teaching, guidance, and administrative personnel. In order to promote consistency between grade levels and establish appropriate standards for student evaluation, jurisdictions may wish to monitor the selection of modules. Care should be taken to ensure that students' programs do not repeat modules.

Course sequences are outlined in the yearly-published Junior-Senior High School Handbook. These course sequences are also listed on page 8. For further information regarding module sequences and equipment requirements, refer to the specific modules within the curriculum guides and/or the Business Education Manual for Administrators, Counsellors, and Teachers.

BUSINESS EDUCATION 10, 20, AND 30

In addition to or as an alternative to the courses designated under the subject strands, (i.e., Typewriting 20, Law 30, etc.) 3, 5, or 10 credits may be offered in each of Business Education 10, 20, and 30 to a maximum of 30 credits. Business Education 10, 20, or 30 courses are created by selecting a number of modules from the eight main subject strands as well as from the Optional strand. Elective modules within the subject strands may only be selected if students have taken the core modules identified in the strands. Business Education 10, 20, and 30 courses are sequential.

MINI COURSES

As an alternative to using the modules in the Optional strand to enhance subject area courses, modules from the Optional strand may be grouped together to form 3-credit courses as follows:

Record Keeping 10	(1) Record Keeping 1 (2) Record Keeping 2 (3) Record Keeping 3
Business Calculation 20	(4) Business Calculation 1 (5) Business Calculation 2 (6) Business Calculation 3
Business Communication 20	(7) Business Communication - Development (8) Business Communication - Practice (9) Business Communication - Integration
Dicta Typing 20	(12) Dicta Typing 1 (13) Dicta Typing 2 (16) Business Simulation
Word Processing 30	(14) Word Processing 1 (15) Word Processing 2 (16) Business Simulation

ENHANCEMENT: Use of Optional Modules

A subject strand course may be enhanced by including a module or modules from the Optional strand that supports the objective for a particular course. Inclusion of modules from subject strands other than Optional is not permissible. Not more than one Optional module may be included at each grade level in a 3-credit course, and not more than two optional modules may be included at each grade level in a 5-credit course. The Business Research and Business Simulation modules may, however, be used once in each subject strand provided that the topic is not duplicated. The Optional strand modules are:

1. Record Keeping 1
2. Record Keeping 2
3. Record Keeping 3
4. Business Calculation 1
5. Business Calculation 2
6. Business Calculation 3
7. Business Communication - Development
8. Business Communication - Practice
9. Business Communication - Integration
10. Business Research Project
11. Goal Setting and Career Development
12. Dicta Typing 1
13. Dicta Typing 2
14. Word Processing 1
15. Word Processing 2
16. Business Simulation

MATRIX

SUBJECT STRANDS

(13)* ACCOUNTING

- C 1 Basic Accounting Concepts
- C 2 Journalizing and Posting
- C 3 Completing the Accounting Cycle
- C 4 Merchandise Accounting
- C 5 End-of-Year Adjustments & 8-Column Worksheets
- E 6 Optional Accounting Tasks
- E 7 Voucher System and End-of-Year Adjustments
- E 8 Departmentalized Tasks
- E 9 Partnership and Corporation Accounting
- E 10 Cost Accounting
- E 11 Financial Analysis
- E 12 Accounting Simulation I
- E 13 Accounting Simulation II Computerized Accounting

(10)* BASIC BUSINESS

BB 20
- C 1 Canadian Business
- C 2 Consumer Credit
- C 3 Insurance

BB 30
- C 4 Economic Concepts
- C 5 Small Business Management I
- C 6 Management Techniques

ELECTIVE
- E 7 Personal Financial Planning
- E 8 Small Business Management II (Simulation)

(15)* COMPUTER PROCESSING

- C 1 Computer Information Systems
- E 2 Overview of Software
- E 3 Applications: Data Entry
- E 4 Applications: Word Processing
- E 5 Applications: Computer Simulations
- E 6 Applications: Data Base
- E 7 Applications: Electronic Spread Sheet
- E 8 Overview of Introductory Programming Language
- E 9 Fundamentals of Input/Output
- E 10 Introduction to Advanced Computer Programming Techniques
- E 11 Advanced Computer Programming Techniques
- E 12 Extended Programming Project
- E 13 Introduction to Second Programming Language
- E 14 Applications in Second Programming Language
- E 15 Extended Project in Second Programming Language
- E 16 Graphics
- E 17 Systems Analysis and Program Development
- E 18 Machine/Assembly Language

(10)* LAW

LW 20
- C 1 Nature of Law and the Civil Law System
- C 2 Contract Law
- C 3 Family Law

LW 30
- C 4 Basic Rights and Responsibilities
- C 5 Labour Law
- C 6 Property Law

ELECTIVE
- E 7 Criminal Justice System
- E 8 Consumer Law
- E 9 Tort Law
- E 10 Controversial Issues

(10)* MARKETING

MK 20
- C 1 World of Marketing
- C 2 Advertising and Sales Promotion
- C 3 Distribution of Goods and Services

MK 30
- C 4 Marketing Research
- C 5 Pricing and Financial Activities
- C 6 Selling

ELECTIVE
- E 7 Display
- E 8 Purchasing & Controlling Merchandise

(10)* OFFICE PROCEDURES

- C 1 Structure of the Business Office
- E 2 Personnel in the Business Office
- E 3 Business Communication
- E 4 Records Management
- E 5 Information Processing
- E 6 Clerical Routines
- E 7 Secretarial Routines
- E 8 Office Specialties I
- E 9 Office Specialties II
- E 10 Office Simulation

(10)* SHORTHAND

- C 1 Shorthand Theory 1
- C 2 Shorthand Theory 2
- C 3 Shorthand Theory 3
- E 4 Shorthand Theory, Dictation & Transcription 1
- E 5 Shorthand Theory, Dictation & Transcription 2
- E 6 Speed & Transcription Skill Building 1
- E 7 Speed & Transcription Skill Building 2
- E 8 Speed & Transcription Skill Building 3
- E 9 Speed & Transcription Skill Building 4
- E 10 Speed & Transcription Skill Building 5

(15)* TYPEWRITING

- C 1 Keyboarding
- C 2 Keyboarding, Centering and Tabulation
- C 3 Letters and Essays
- C 4 Reports
- C 5 Letters & Tables
- C 6 Manuscripts
- C 7 Tables, Business Forms & Financial Reports
- C 8 Business Correspondence
- E 9 Specialized Prod. Applications
- E 10 Production Projects & Review
- E 11 Professional Applications I
- E 12 Professional Applications II
- E 13 Simulation I
- E 14 Simulation II

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OPTIONAL

OPTIONAL

Subject to restrictions noted in the curriculum guides these optional modules may be used to enhance the subject strand courses

1. Record Keeping 1
2. Record Keeping 2
3. Record Keeping 3
4. Business Calculation 1
5. Business Calculation 2
6. Business Calculation 3
7. Business Communication — Development
8. Business Communication — Practice
9. Business Communication — Integration
10. Business Research Project
11. Goal Setting and Career Development
12. Dicta Typing 1
13. Dicta Typing 2
14. Word Processing 1
15. Word Processing 2
16. Business Simulation

MINI COURSES

(3)* RECORD KEEPING 10	(3)* BUSINESS CALCULATION 20	(3)* BUSINESS COMMUNICATION 20
C 1 Record Keeping 1	C 1 Business Calculation 1	C 1 Business Communication — Development
C 2 Record Keeping 2	C 2 Business Calculation 2	C 2 Business Communication — Practice
C 3 Record Keeping 3	C 3 Business Calculation 3	C 3 Business Communication — Integration

(3)* DICTA TYPING 20	(3)* WORD PROCESSING 30
C 1 Dicta Typing 1	C 1 Word Processing 1
C 2 Dicta Typing 2	C 2 Word Processing 2
C 3 Business Simulation	C 3 Business Simulation

BUSINESS EDUCATION 10-20-30

(30) BUSINESS EDUCATION 10-20-30

Modules from any of the 8 subject strands and/or the Optional strand may be combined to form three, five or ten credit courses at the 10, 20 or 30 level. The courses are sequential. Elective modules may only be included in a program when core modules have been completed. Care should be taken to ensure that student programs do not duplicate modules.

***Refers to maximum credits available.**

Note: Core modules are prerequisite to elective modules.

Code: C — Core
E — Elective

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MARKETING 20-30

Introduction

Individuals in our society are surrounded by a complicated marketplace that uses high technology and well-trained personnel to satisfy the wants and needs of consumers. Marketing at the high school level provides an opportunity for students to develop knowledge and skills relating to the people, products, and procedures which make up the world of marketing.

Objectives

1. To introduce the marketing process and to study the various marketing activities found within the Canadian economy.

2. To acquire the techniques of marketing research and to apply those skills and techniques to decision-making in the marketplace.

3. To examine and evaluate the factors related to transportation and distribution of goods and services in Canada and to relate these influences to the organization of the retail outlet.

4. To examine the role of profit and to evaluate a wide variety of pricing policies, strategies and techniques used in cash control in the marketplace.

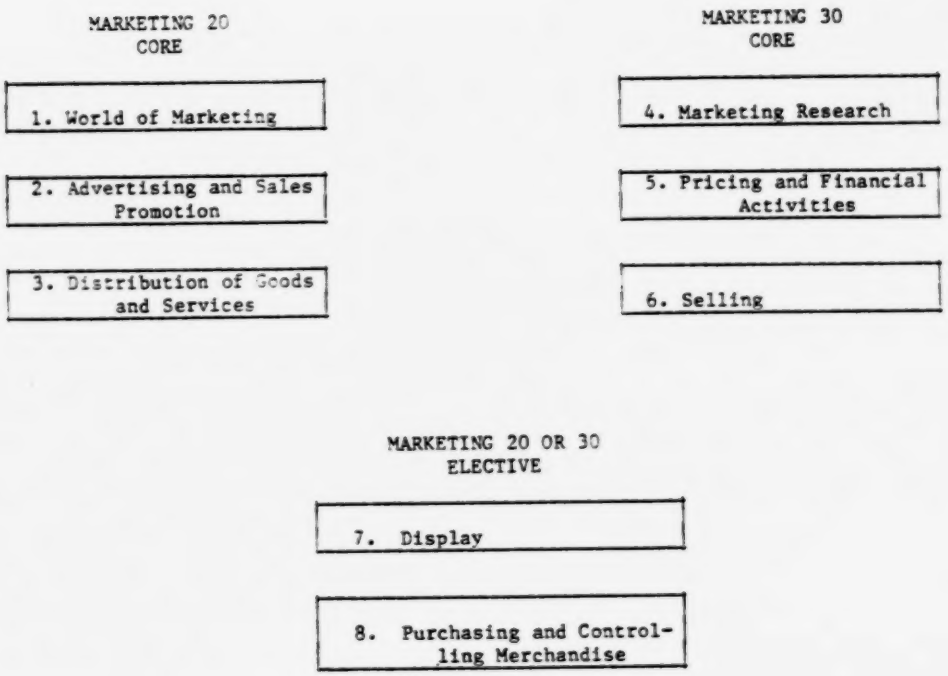
5. To investigate and analyze the procedure involved in the purchase and inventory of goods.

6. To examine the purposes and types of advertising, media alternatives, and the skills involved in the creation of an effective campaign.

7. To study the role of selling in the marketing process and to analyze and apply a variety of sales techniques.

8. To learn and apply the techniques of proper visual display.

FLOWCHART OF MODULES



Notes On Course Implementation

The Marketing subject strand is composed of 8 modules. Marketing 20 may be offered for 3 or 5 credits. Marketing 30 may also be offered for 3 or 5 credits.

Three modules are designated as core at the 20 level and three are designated as core at the 30 level. The modules are not sequential. Additional modules to form a 5-credit course may be selected from the elective modules or from the Optional strand.

Modules from the Optional strand which are recommended for integration into the Marketing program are:

Module 6. Business Calculations 3
9. Business Communication - Integration
10. Business Research Project
11. Goal Setting and Career Development

It is recommended that the work study component of work experience be integrated into the marketing program. Also, the work experience program could be planned in conjunction with Marketing 20 or 30.

Access to microcomputers and suitable software is recommended. A lab setting would provide an opportunity for students to apply the skills and concepts in a realistic setting. Refer to individual modules for further information regarding equipment requirements and prerequisites.

MODULE 1: THE WORLD OF MARKETING

Status: Core -- Marketing 20

Purpose: To make students aware of the marketing process and to study the various marketing activities found within the Canadian economy.

TOPIC	LEARNING TASKS	TEACHING NOTES
	The student will:	
Scope of Marketing	define marketing and describe the activities involved	planning, pricing, distribution, advertising, selling
	discuss various types of products and services available in the marketplace	staples, shopping goods, convenience products, hospitality, personal care, repair, community service
	identify contributing costs incurred in the marketing process by retailers, wholesalers and manufacturers	
	identify the importance of marketing to the economy	Statistics Canada: persons employed, GNP
	describe the distribution systems used in Canada	
	describe a seller's market and a buyer's market	
History of Marketing in Canada	research and report on one or more of Canada's well known marketing success stories	
	investigate the evolution of marketing from the barter system to the sophisticated systems in use today	
Economic Systems	outline characteristics of the three main economic systems	capitalism, socialism, communism
	identify the advantages and disadvantages of each system as related to marketing	

TOPIC	LEARNING TASKS	TEACHING NOTES
Role of Profit	analyze the concept of profit and the role it plays in our marketing system	speakers from: crown corporations Chamber of Commerce Better Business Bureau labour unions consumer groups
Canadian Market Demography	identify element which encompass the Canadian market	sex, income, social class, ethnic origin
	define demography in relation to the marketplace	population density, natural transportation routes, natural resources
	identify the influence various age groups have on a market	
	discuss market patterns that have evolved within various age groups	
	assess the effect these changes will have on future products and services	
Marketing Mix	explain the various elements in the marketing mix	product/service, price/value, promotional/transportation mix
	compare the marketing emphasis businesses place on various elements of the marketing mix	
Role of the Canadian Government	give examples of government's role in the regulation of the marketplace	
	identify the role of the government as a participant in the marketing process	
	discuss methods government applies to encourage the marketing process	

MODULE 2: ADVERTISING AND SALES PROMOTION

Status: Core — Marketing 20

Purpose: To examine the purposes and types of advertising, media alternatives, and considerations involved in the creation of an effective advertising campaign.

TOPIC	LEARNING TASKS	TEACHING NOTES
	The student will:	
Sales Promotion Activities	list various methods of promoting sales	advertising, packaging, labelling, trademarks, slogans, brand names
	analyze the effectiveness of particular sales promotion activity	contests, coupons, trade shows
	discuss the role of psychology in sales promotion	Maslow's Hierarchy of Needs
	identify legal constraints to sales promotion activity	
Nature of Advertising	discuss the importance and significance of advertising	
	contrast advertising with publicity	
	identify the role of advertising within sales promotion	
	explain how advertising can serve the seller, consumer, and the economy	
	discuss various criticisms aimed at advertising	
	analyze an effective advertising campaign	
	distinguish successful advertising from unsuccessful advertising	
	identify various controls on advertisers	common law legislative law industry controls
	list advertising target areas and related strategies	national, regional, local, community geographic

TOPIC	LEARNING TASKS	TEACHING NOTES
Advertising Media	identify various advertising media	
	list the advantages and disadvantages of each type of media	
	identify the effectiveness of a particular medium for a given product and market	
Advertising Campaigns	contrast the advertising strategies of small, medium and large organizations	advertising agencies, departments
	discuss how advertisers direct advertisements at people's basic needs and wants	
	explain the major stages of advertising	
	list the basic parts of an advertisement	
	analyze advertisements with reference to the various parts	
	describe the devices used to measure the success of an advertisement	Starch Reports, Neilson Ratings
Packaging and Labelling	explain and illustrate the purposes of packaging	protection, promotion
	define labelling	
	identify legal requirements for labelling and packaging	labelling laws
	discriminate between trademarks, slogans, and brand names	trademark and patent laws

MODULE 3: DISTRIBUTION OF GOODS AND SERVICES

Status: Core -- Marketing 20

Purpose: To examine and evaluate the factors related to distribution of goods in Canada and to relate these influences to the organization of the retail outlet.

TOPIC	LEARNING TASKS	TEACHING NOTES
	The student will:	
Channels of Distribution	explain channels of distribution	
	define the role of the market participants	producer, manufacturer, wholesaler, agent, retailer, consumer
	identify major Canadian companies within the distribution channels	
	diagram the movement of a typical product from producer to consumer	
	discuss "special" channels of distribution	mail order, door-to-door, vending machines
Transportation	explain the role of transportation within the field of marketing	
	compare the major means of transportation used in Canada	rail, truck, water, air, pipeline
	discuss the costs relative to transporting products by various means	
	explain why transportation is a fixed cost of marketing	
	research developments in transportation methods	containers, pipelines
Imports and Exports	describe the importance of imports and exports to the Canadian economy	
	identify major items imported into Canada	luxuries, necessities
	identify factors to be considered in a market analysis	domestic foreign
	explain the role of the Canadian government in promoting foreign trade	government offices, trade missions, trade shows
	discuss free trade and trade "barriers"	tariffs, embargoes, protectionism
	analyze "success" stories in the export area	

TOPIC	LEARNING TASKS	TEACHING NOTES
Types of Canadian Retail Stores	classify the various types of ownership in the retail market	single proprietorship, partnership, corporation
	analyze the growth of the department store, the shopping centre and the supermarket	
	identify the consumer appeal of the common types of retail stores	convenience, specialty, discount, department, supermarket
	discuss franchising and indicate the advantages and disadvantages	
	discuss various measures used to define size of retail stores	profit, number of outlets, cash flow, units sold, number of employees
Store Image and Design	discuss store image	favourable, unfavourable
	identify how an image is created	physical characteristics, store policies, sales promotion, customer services
Store Location	list factors to be considered in choosing a store location	type of store, traffic
	identify sources of information about business opportunities	Governments of Alberta and Canada Municipal Governments Chambers of Commerce
	analyze potential of business sites	
Store Layout	identify aspects of a store layout which help create an effective marketing environment	customer area, display, storage, shipping, parking, receiving
	evaluate stores in the community with regard to marketing effectiveness	
	distinguish between selling and non-selling types of equipment	counters, mannequins lighting, display windows
	identify the necessary structural equipment that affects market effectiveness	shelving, storage

MODULE 4: MARKETING RESEARCH

Status: Core — Marketing 30

Purpose: To acquire the techniques of marketing analysis and research and to apply those skills to decision-making in the marketplace.

TOPIC	LEARNING TASKS	TEACHING NOTES
	The student will:	
Market Research	identify strategies used for market analysis	
	explain the importance of research in identifying a market	
Canadian Market Environment	discuss the various elements and implications of a study of demography to defining a market	Canada Year Book population density family size sex, race, religion income distribution geographic trade areas
	discuss future demographic trends with respect to the significance to the marketeer	
Types of Marketing Research	define major types of marketing research	surveys, observation, experimental, experiental
	relate psychological factors to the marketing process	physiological safety belonging ego self-actualization → attention, interest, desire, action
	describe buying influences	habit, imitation, peer pressure, product image
Conducting Market Research	explain the main steps used in logical problem-solving	
	compare the main research methods	survey, historical, observational, experimental, motivational
	distinguish between primary and secondary data	primary - surveys secondary - statistics

TOPIC	LEARNING TASKS	TEACHING NOTES
Conducting Market Research (Cont'd)	list sources of primary and secondary data design a research project: 1. market investigation 2. market analysis 3. project design 4. conduct market research 5. analysis of results 6. report preparation	Statistics Canada, libraries, Chamber of Commerce, government departments

MODULE 5: PRICING AND FINANCIAL ACTIVITIES

Status: Core — Marketing 30

Purpose: To examine the role of profit and to evaluate a wide variety of pricing policies and strategies and techniques used in cash control in the marketplace.

TOPIC	LEARNING TASKS	TEACHING NOTES
	The student will:	
Financing a Business	define and give examples of capital	
	describe internal and external financing available to Canadian business	internal - shares, reinvest profit external - debentures, loans
	explain the importance of the balance sheet and income statement to controlling finances	
Role of Profit	define profit and loss	
	discuss the role of profit in a free enterprise system	
	identify various profit ratios used to guide Canadian firms	profit in relation to sales, investment
	discuss the concept of fair level of profit and excessive levels of profit	windfall profits
Demand-Based Pricing	explain the role of demand and supply in determining equilibrium market price	
	list factors affecting demand	
	interpret supply and demand graphs	
Mark-Up Pricing	discuss the concepts of mark-up	
	apply various formulas to determine prices	
	determine level of mark-up for a variety of products available in the marketplace	

TOPIC	LEARNING TASKS	TEACHING NOTES
Pricing Policies	discuss pricing policies	cost plus, variable, geographic, price line, psychological, leader
	identify role of mark-down as a pricing strategy	
	use the basic pricing formulas to determine prices	
Store Operations	discuss the procedures involved in: - receiving - marking of goods (cost codes) - selling - handling returns - taking inventory - distributing	
Credit and Collection	discuss the major types of credit available to customers	
	summarize the advantages and disadvantages of offering retail credit	
	explain the factors involved in granting credit	character, capacity, capital, collateral, credit record
	explain the role of the credit bureau and other sources of credit information	
	describe credit collection policies	
	describe credit collection methods	
Stock Shortage and Theft	list causes of stock shortage	theft, shortage in shipments, spoilage, inaccurate record keeping
	discuss the importance of identifying and controlling stock shortage and theft	
	identify practices that help control stock shortages	
	discuss theft control procedures	external, internal
	discuss the implications of theft and theft control in the marketplace	legal, economic, social, psychological, store security

TOPIC	LEARNING TASKS	TEACHING NOTES
Cash Register Operation	discuss the technological innovations available in stores to control cash	
	discuss inventory control through use of cash register	Universal Product Code, light pen, code readers
	demonstrate proper procedures for handling cash	managing float making change handling cash proofs making deposits
	operate a store cash register	

MODULE 6: SELLING

Status: Core — Marketing 30

Purpose: To study the role of selling in the marketing process and to analyze and apply various sales techniques.

TOPIC	LEARNING TASKS	TEACHING NOTES
	The student will:	
Role of Salesperson	discuss the function of the salesperson in the marketing process	
	explore the relationship of the salesperson to the concept of "ethics in selling"	
	discuss post-sale responsibilities	
	describe the interpersonal skills necessary for a successful sales career	
Special Types of Selling	describe special types of retail selling	door-to-door, telephone, "at-home" party
	compare advantages and disadvantages of each type of retail selling	
Preparation for Selling	analyze the various reasons why people buy	A: rational, emotional B: love, security, fear
	identify various types of customers	knowledgeable, inexperienced, "window shopper"
	discuss the importance of knowing the product, supplier, and competition	
	discuss the importance of emphasizing "customer benefits" in the selling process	
	employ "product analysis sheets" in obtaining product information	
Making the Sale	describe each of these elements of the retail sales process: a) approaching the customer b) making the sales presentation c) overcoming objections d) closing the sale	
	identify strategies and explain the importance of each element of the total sales process	
	identify strategies used to expand the sale	suggestion selling trade up
Sales Presentation	research a product and prepare a sales presentation	product analysis sheet

MODULE 7: DISPLAY

Status: Elective — Marketing 20 or 30

Purpose: To learn the techniques of effective visual display.

Recommendation: It is recommended that students have access to an area suitable for display of goods.

TOPIC	LEARNING TASKS	TEACHING NOTES
	The student will:	
Principles of Display	define the components of effective visual merchandising	
	describe the role of visual merchandising in the total sales promotion effort	image, goodwill
	explain and analyze the basic principles of display which help create unity and order in a display	
	differentiate between promotional and institutional displays	
Types of Display	identify the types of display used in retailing	interior, window, sidewalk, display booth
	discuss the types of interior displays with respect to the strategies used to create sales	adjacent to point of sale, major traffic areas, reflect use of merchandise
	identify the types of window displays and the strategies used to create sales	
Display Cycles	define the phases within the display cycle: - pre-season - runner - end-of-season - special events	 school opening Christmas summer Father's Day
Creating a Display	describe characteristics of effective display	design, harmony, color, form, lighting
	evaluate the cost effectiveness of displays	
	prepare a display	window, small-scale diorama, special occasion

MODULE 8: PURCHASING AND CONTROLLING MERCHANDISE

Status: Elective — Marketing 20 or 30

Purpose: To investigate and analyze the procedures involved in the purchase and maintenance of inventory.

Recommendation: It is recommended that students be aware of impact of electronic technology on marketing and have access to microcomputers with suitable inventory control software.

TOPIC	LEARNING TASKS	TEACHING NOTES
	The student will:	
Characteristics of Consumers	discuss the importance of current information on trends in making purchasing decisions	
	list sources of information on consumer trends	pre-season trade shows, trade magazines, independent marketing services
	differentiate between fashion, style, and fad	
Fashion Cycle	discuss the various stages of the fashion cycle	
	identify examples of product responsiveness to the fashion cycle	
Maintaining Contact With Suppliers	describe various methods of maintaining contact with suppliers	trade shows, trade advertising, resident buyers
	discuss the use of technology to communicate with the supplier	electronic mail, computerized inventories
Ordering Merchandise	chart the ordering and receiving of goods in a typical business	
	complete necessary documents for purchasing goods	purchase requisition purchase order

TOPIC	LEARNING TASKS	TEACHING NOTES
Receiving and Checking Goods	describe the activities involved in acknowledging receipt of goods	
	differentiate between various methods of checking incoming goods	direct check, blind check, bulk check, and spot check
	indicate which type of check would be most appropriate for specific goods	
	list methods of storing stock and maintaining inventory levels	
	discuss the uses of electronic technology in receipt and checking of goods	
Inventory Procedures	compare perpetual inventory and physical inventory systems	
	identify the procedures followed in taking a physical inventory	
	explain the procedures used to calculate perpetual (book) inventory	
	convert the retail value of ending inventory to cost value	open-to-buy first in first out (FIFO) last in last out (LILO)
	review procedures for replenishing stock	
	discuss the uses of electronic technology in controlling inventory	
Merchandise Turnover	define merchandise turnover and compute turnover ratios	
	describe the relationship of turnover to selling price and profit	
	discuss the pitfalls of excessively high turnover rates	lost sales, decreased profits
	identify the effects of slow-moving merchandise	

GUIDELINES FOR STUDENT EVALUATION

The business education program deals with cognitive, psychomotor, and affective learning activities.

Evaluating student achievement in these domains is a process which is based on the objectives outlined for each of the modules that have been included in the course. The teacher should determine the expectations for student achievement at the time the course is being planned. A basic guideline for determining student grades is to assign marks in proportion to the time spent on that topic and its relative importance.

If the objectives of a module are vocationally-based, the assessment should be criterion referenced; that is, how much progress has the student made toward the attainment of specific, terminal performance objectives which are generally viewed as desirable in the work place.

If the objectives of the modules are based on general interest, the assessment could be norm referenced; that is, how does the student's performance compare with that of similar groups of students in the province.

Each module includes the PURPOSE, the TOPICS and the LEARNING TASKS. PURPOSE defines the general objective for the module. TOPICS outline the concepts to be studied within the module. LEARNING TASKS reflect the depth and scope for each topic. This wording defines the expected level of understanding or skill the student should attain--MASTERY, APPLICATION, or AWARENESS.

EXPECTATIONS REGARDING CONTENT FOR STUDENT ACHIEVEMENT

MASTERY level is expected if cognitive understanding of topic/learning task is prerequisite to further success, or psychomotor activity should meet a specified standard; or

APPLICATIONS level is expected if cognitive understanding of topic/learning task should be demonstrated or psychomotor activity should meet a specified standard; or

AWARENESS level is expected if cognitive understanding of topic/learning task requires basic understanding (comprehension) or recall (knowledge).

Teachers may modify the level of expectations (MASTERY, APPLICATION, AWARENESS) in order to ensure that the degree of challenge is suitable for the students in the class.

NOTE: Further information regarding student evaluation (i.e., justness, fairness and appeal procedures) may be found in your district's Student Evaluation Policy or Business Education Manual for Administrators, Counsellors and Teachers. In addition, the Marketing 20-30 Curriculum Implementation Manual for Teachers will include recommendations for the allocation of marks.

LEARNING RESOURCES

The BASIC Learning Resources are:

TALLER, T. Introductory Marketing: A Retail Perspective. Toronto: McGraw-Hill Ryerson Limited, 1977.

TALLER, T. Marketing: A Canadian Perspective. Toronto: McGraw-Hill Ryerson Limited, 1979.

The RECOMMENDED Learning Resources are:

TALLER, T. Projects and Activities for Introductory Marketing: A Retail Perspective. Toronto: McGraw-Hill Ryerson Limited, 1978.

TALLER, T. Teacher's Manual and Key to Accompany Introductory Marketing: A Retail Perspective. Toronto: McGraw-Hill Ryerson Limited, 1978.

TALLER, T. Projects and Activities for Marketing: A Canadian Perspective. Toronto: McGraw-Hill Ryerson Limited, 1980.

TALLER, T. Teacher's Manual and Key to Accompany Marketing: A Canadian Perspective. Toronto: McGraw-Hill Ryerson Limited, 1980.

Computer Applications Software:

_____. Enterprise Sandwich Shops. Scarborough, Ontario: McGraw-Hill Ryerson Limited, 1982 (suitable for project or enrichment).

_____. Free Enterprise. Willowdale, Ontario: SRA, 1983 (suitable for project or enrichment).

CORRELATION OF COURSE CONTENT WITH LEARNING RESOURCES

Marketing Subject Strand

COURSE CONTENT	INTRODUCTORY MARKETING: A RETAIL PERSPECTIVE	MARKETING: A CANADIAN PERSPECTIVE
1. World of Marketing		
a) Scope of Marketing	-	Chapter 1
b) History of Marketing in Canada	Chapter 3	-
c) Economic Systems	-	Chapter 1, pp. 2-4
d) Role of Profit	Chapter 5, pp. 63-64	Chapter 12, pp.233-234
e) Canadian Marketing Demography	Chapter 10	Chapter 13
f) Marketing Mix	-	Chapter 1, pp. 5-9
g) Role of the Canadian Government	Chapter 13	Chapter 15
2. Advertising and Sales Promotion		
a) Sales Promotion Activities	Chapter 9	Chapters 6,9,10
b) Nature of Advertising	-	Chapters 2,4,5,10
c) Advertising Media	Ch. 9, pp. 186-198	Chapters 7 & 8
d) Advertising Campaigns	-	Chapters 6,7,8,9
e) Packaging and Labelling	-	Chapter 11
3. Distribution of Goods and Services		
a) Channels of Distribution	Chapter 1	Chapter 1, pp. 6-7
b) Transportation	-	Chapter 16
c) Imports and Exports	-	Chapter 17
d) Types of Stores	Chapter 4, pp. 35-38	-
e) Store Image and Design	Chapter 4, pp. 35-38	-
f) Store Location	-	-
g) Store Layout	Chapter 5, p. 62	-
4. Marketing Research		
a) Market Research	Chapter 10, p. 225	Chapter 13
b) Canadian Market Environment	Ch. 10, pp. 225-239	Chapter 13
c) Types of Marketing Research	Ch. 10, pp. 239-245	Chapter 14
d) Conducting Marketing Research	Ch. 10, pp. 239-245	Chapter 14

COURSE CONTENT	INTRODUCTORY MARKETING: A RETAIL PERSPECTIVE	MARKETING: A CANADIAN PERSPECTIVE
5. Pricing and Financial Activites		
a) Financing a Business	-	Ch. 12, pp. 216-221
b) Role of Profit	Chapter 5, pp. 63-64	Ch. 12, pp. 233-234
c) Demand-Based Pricing	Chapter 5, pp. 55-58	Ch. 12, pp. 221-229
d) Mark-Up Pricing	-	Ch. 12, pp. 232-234
e) Pricing Policies	-	Ch. 12, pp. 232-234
f) Store Operations	Ch. 6, pp. 102-110	-
g) Credit and Collection	Ch. 5 & 7(pp.140-146)	-
h) Store Shortages and Theft	Chapter 5, pp. 65-66	-
i) Cash Register Operation	Chapter 5, pp. 83-91	-
6. Selling		
a) Role of Salesperson	Chapter 8	-
b) Special Types of Selling	-	-
c) Preparation for Selling	Chapter 7	-
d) Making the Sale	Chapter 7	-
e) Sales Presentation	-	-
7. Display		
a) Principles of Display	-	-
b) Types of Display	Chapter 9	-
c) Display Cycles	Chapter 9	-
d) Characteristics of Effective Display	Chapter 9	-
e) Creating a Display	-	-
8. Purchasing and Controlling Merchandise		
a) Consumer Characteristics	Chapter 5, pp. 52-55	-
b) Fashion Cycle	Chapter 5, pp. 58-61	Chapter 3, pp. 32-37 Chapter 12, p. 229
c) Contact with Suppliers	-	-
d) Ordering Merchandise	Chapter 6, pp.100-102	-
e) Receiving and Checking Goods	Chapter 6, pp.102-106	-
f) Inventory Procedures	Chapter 6, pp. 98-100	-
g) Merchandise Turnover	-	-
Computer Applications Software: Enterprise Sandwich Shops Free Enterprise	Recommended for project or enrichment.	

Notes: 1. The basic resources cover the majority of the topics.
2. The above correlations are suggested as guidelines to assist in teacher planning.